**Fifth Grade Module 2: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

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|  | **Module 2: End-of Module Assessment** | | | | | | | | | | | | | | | | | | |
|  | **Domain** | | | | | **Standards** | | | | | | | | | | | | | |
| Question | Number and Operations in Base-Ten | | | Operations and Algebraic Thinking | | 5.NBT.1 | 5.NBT.2 | | | 5.NBT.5 | | 5.NBT.6 | | 5.NBT.7 | | 5.OA.1 | | 5.OA.2 | 5.MD.1 |
| 1 | 1 2 3 4 | | |  | | X | X | | |  | |  | | X | |  | |  |  |
| 2 | 1 2 3 4 | | |  | | X | X | | |  | | X | |  | |  | |  |  |
| 3 | 1 2 3 4 | | | 1 2 3 4 | |  |  | | |  | | X | |  | | X | |  |  |
| 4 | 1 2 3 4 | | |  | |  |  | | |  | |  | | X | |  | |  |  |
| 5 | 1 2 3 4 | | |  | |  |  | | |  | | X | |  | |  | |  |  |
| 6 a, b, c, e | 1 2 3 4 | | |  | | X | X | | | X | | X | | X | |  | |  | X |
| 6 d |  | | | 1 2 3 4 | |  |  | | |  | |  | |  | | X | | X |  |
|  | | |  | | |  | |  | | |  | |  | |  | |  | | |
| Domain  Score | Number and Operations in Base-Ten | | | Operations and Algebraic Thinking | |  | | | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | | | | | |
| Total Points |  | | |  | |  | | |
| Level | 4 | 21-24 pts. | | 4 | 7-8 pts. |  | | |
| 3 | 15-20 pts. | | 3 | 5-6 pts. |  | | |
| 2 | 9-14 pts. | | 2 | 3-4 pts. |  | | |
| 1 | 6-8 pts. | | 1 | 2 pts. |  | | |

Notes:

**Fifth Grade Module 2: End-of-Module Assessment Task Score Sheet**

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| End-of-Module Assessment Task (Topics A–H)  Clusters and Standards Addressed |
| **Write and interpret numerical expressions.**  **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*  **Understand the place value system.**  **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  **Perform operations with multi-digit whole numbers and with decimals to hundredths.**  **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.  **5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  **Convert like measurement units within a given measurement system.**  5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |